



**WEST VIRGINIA IDEA PART B:**

**SPECIAL EDUCATION  
PARENT SURVEY  
RESULTS**

**SEPTEMBER 2017**





# **SPECIAL EDUCATION PARENT SURVEY RESULTS**

**SEPTEMBER 2017**

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# Statistical Summary

Relevant research<sup>1</sup> suggests that family involvement positively contributes to student learning and educational outcomes. The federal Individuals with Disabilities Education Act (IDEA) aims to ensure that families have meaningful opportunities to participate in their children’s educational planning. To ensure that states comply with IDEA regulations regarding parent involvement, IDEA Part B requires all states to report annually on a set of indicators to the U.S. Department of Education (ED), Office of Special Education (OSE). Data reported below address Indicator 8: “the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.” West Virginia Parent Involvement Survey results for 2017 are as follows:

<b>PART B Preschool (619) (Children Ages up through 4)</b>			
<b>Percent at or above Indicator 8 standard:</b>		<b>51.3%</b>	<b>(SE of the mean = 3.1%)</b>
Number of Valid Responses:	269	Measurement Reliability:	0.86-0.94
Mean Measure:	638	Measurement SD:	161
<b>Part B School Age (Children Ages 5 and Up)</b>			
<b>Percent at or above Indicator 8 standard:</b>		<b>35.1%</b>	<b>(SE of the mean = 1.0%)</b>
Number of Valid Responses:	2,467	Measurement Reliability:	0.90-0.94
Mean Measure:	568	Measurement SD:	156
<b>Part B Preschool and School Age Combined</b>			
<b>Percent at or above Indicator 8 standard:</b>		<b>36.7%</b>	<b>(SE of the mean = 0.9%)</b>
Number of Valid Responses:	2,736	Measurement Reliability:	0.86-0.94
Mean Measure:	574	Measurement SD:	158
<b>External Benchmark: ALL PART B (6 US States, 2005 NCSEAM PILOT STUDY)</b>			
<b>Percent at or above Indicator 8 standard:</b>		<b>17.0%</b>	<b>(SE of the mean = 0.7%)</b>
Number of Valid Responses:	2,705	Measurement Reliability:	0.94
Mean Measure:	481	Measurement SD:	135

*Note:* Of the 2,741 surveys received, 5 of the surveys either did not have any response items filled out or they were received after the analysis deadline. Therefore, the Indicator B-8 calculations were only based on 2,736 valid responses.

<sup>1</sup> Henderson, A.T. & Mapp, K.L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory. Available online at: [www.sedl.org/connections/resources/evidence.pdf](http://www.sedl.org/connections/resources/evidence.pdf)





# I. Background

In January 2016, the West Virginia Department of Education (WVDE), Office of Special Education, contracted with Measurement Incorporated (MI) to conduct the statewide parent involvement survey. The goal of the contract was to provide data for reporting requirements for the West Virginia Department of Education's Special Education State Performance Plan. ED requires that states report their progress relating to special education in their Annual Performance Reports (APRs). Specifically, WVDE reports on Indicator B-8 by measuring "the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities."

This year, we began the statewide data collection in April 2017. Data were collected using two parent surveys. One survey, containing 26 items plus a comment section, was prepared and administered to parents of preschool children (ages 3-5) and the other survey, containing 24 items plus a comment section, was prepared and administered to parents of school-age children (ages 6-21). The items for the parent surveys were adapted from the National Center for Special Education Accountability Monitoring (NCSEAM) survey item banks. The NCSEAM survey items have been shown to be both valid and reliable in measuring the extent to which parents perceive that schools facilitate their involvement. Namely, to establish validity and reliability of the survey items, NCSEAM collected data from a representative sample of over 2,500 parents of students receiving special education services in 6 states. The results of their survey analysis supported the high validity and reliability of the survey items.

West Virginia Department of Education, Office of Special Education, provided MI with the home addresses as well as available email addresses of parents of students with special needs. After conducting address verification, MI was able to mail 14,533 surveys to parents of special needs students residing in 17 school districts in the state of West Virginia. This number included 196 school age surveys that were mailed to the Office of Institutional Education Programs. The survey mailed to households, included pertinent instructions (i.e., log-in, username, password) to allow parents/guardians to complete the survey online. Respondents, therefore, were given the option of completing either a paper version or an online version of the survey.

The initial survey dissemination took place in early April, allowing parents approximately 19 weeks to complete the survey. A second mailing took place in mid-May to those households who had not yet completed the survey (i.e., non-responders).

Our survey administration also included an emailing campaign. Direct emails went out to 8,710 parents for whom valid email addresses were available. MI put forth best efforts to avoid emailing the survey link to parents who had already completed the paper or online version of the survey. The initial emails were sent out in early April followed by monthly reminders (May to August 2017) to parents who had not completed the survey.

Finally, in an attempt to reach as many households as possible, we sought to identify the correct addresses for the undeliverable surveys marked as “return to sender” by reaching out to the sampled districts in West Virginia. In early June and then again in early July, the undeliverable surveys marked as “return to sender” were mailed to the special education directors of the sampled districts. After identifying the correct mailing address for some of the return to sender surveys, the districts were able to mail the survey to the correct mailing addresses.

Over the course of the data collection period, 2,741 surveys were received (21% *statewide* response rate); 269 (28% response rate) were from parents of preschoolers and 2,472 (20% response rate) were from parents of school-age students.

## II. Methodology

Administration of the West Virginia *Parent Involvement Survey* involved active collaboration between MI and WVDE to ensure accurate and reliable data collection. The summary below provides details of key elements that were implemented to support the survey administration and data collection processes.

### Survey Production Process

The items used in the West Virginia *Parent Involvement Survey* were adapted from a larger survey that was developed by the National Center for Special Education Accountability Monitoring (NCSEAM) between 2002-2005.

The data reported in the current report was collected by using two parent surveys. Both surveys were converted to a scannable survey format. One survey, containing 26 items plus a comment section, was prepared and administered to parents of preschool children (ages 3-5) and the other survey, containing 24 items plus a comment section, was prepared and administered to parents of school-age children (ages 6-21).

### Sampling and Data Collection Procedure

We worked collaboratively with WVDE to coordinate the details of survey administration. WVDE sampled the population of school districts to provide a representative sample of families to survey. The sample was consistent with the OSEP-approved sampling plan that takes into account disability category, race/ethnicity, region, and district size. All parents of students with disabilities in the selected districts are surveyed and all districts are surveyed at least once within a six-year period.

We coordinated survey dissemination so that each survey was labeled with a code that could be linked to a district and demographic data for each student. Each survey packet mailed to a parent contained a survey, an instructional letter, and a postage-paid return envelope addressed to MI. Mailing the completed survey directly to the independent contractor protected parents' confidentiality. The paper survey mailed to parents included instructions for completing the survey online (i.e., log-in information, username, password). Direct emails containing the survey's hyperlink were also sent to a portion of the sample recipients for whom valid email addresses were available (8,710 households).

### Survey Dissemination & Collection Method

The survey collection process involved 3 different methods.

*Paper method:* Respondents were provided with a paper copy of the survey enabling them to complete and return the survey to MI in a postage-paid envelope.

*Online method:* Respondents were provided with log-in information, a username and a password enabling them to complete the survey online using various devices (desktop or laptop computer, various hand-held devices, etc.).

*Direct email method:* Direct emails went to parents/guardians for whom valid email addresses were available. The emails sent to parents contained pertinent instructions and a hyperlink to the survey.

The initial number of surveys distributed in April was 14,533 (1,060 surveys were sent to parents of preschool children and 13,473 surveys were sent to parents of school-age children). By mid-May, the response rate was 10%. A second mailing to those parents who had not yet responded was administered in mid-May. The response rate approached 20% by mid-July and 21% by mid-August (**Table 1** presents a summary of the administration outcome).

### Steps to Ensure Validity and Reliability

The survey dissemination process was closely monitored by our data monitoring procedures. MI provided timely and ongoing communication to WVDE staff throughout the survey administration process. In the analysis phase of the project, MI examined the data in terms of its representativeness on key demographic variables, i.e., race/ethnicity, age group, gender, and disability category. These results allow WVDE to make determinations about how well the findings can be generalized to the overall population of West Virginia parents of children receiving special education services.

## III. Findings

In this section of the report, data from the 2017 West Virginia *Parent Involvement Survey* are presented. MI reports key findings in three critical areas:

- Response Rates
- Representativeness of the Data
- Survey Results

### A. Response Rates

**The overall response rate for the sampled districts was higher in 2017 than in 2014 (the last time the same districts were sampled).**

There was a 4 percentage point increase in the overall response rate, a 7 percentage point increase in the response rate for preschool parent survey, and a 3 percentage point increase in the response rate for school-age parent survey in 2017 compared to the last time the same districts were sampled in 2014. (**Table 1** provides a summary of these comparisons).

**Table 1**  
**West Virginia Parent Involvement Survey**  
**Administration Summary for 2016-2017**

	2013-2014 Administration			2016-2017 Administration		
	Preschool	School Age	Total	Preschool	School Age	Total
<b>Surveys sent*</b>	458	9,938	10,396	961 (1,060)	12,228 (13,473)	13,189 (14,533)
<b>Surveys received</b>	95	1,709	1,804	269	2,472	2,741
<b>Statewide response rate**</b>	21%	17%	17%	28%	20%	21%

\*Surveys sent does not include "return to sender" (or "undeliverable") surveys. For example, the original number of surveys mailed to parents of preschool and school-age children was 14,533. However, 1,344 surveys were returned to sender (or undeliverable), leaving 13,189 surveys that were actually delivered to parents.

\*\*Response rate is calculated as surveys received divided by surveys with valid addresses, e.g., Total response rate:  $2,741 / 13,189 \times 100 = 21\%$

The increased response rate could be attributed to the following factors: Survey distribution to a larger sample size, extended survey administration period, the use of both paper and online survey administration methods, direct email efforts, districts ability to identify correct addresses for some of the undeliverable (i.e., return to sender) surveys, and a historically responsive sample.

This year, 2,793 additional surveys were delivered to parents of special needs students compared to when the same districts were sampled in 2014. The survey administration period in 2017 was 19 weeks compared to 15 weeks in 2014. This year, the online survey administration offered parents a quick and simple way of completing and submitting the survey. Additionally, the direct email campaign provided yet another opportunity for parent participation. The special education directors also played an important role in the survey administration process by helping to identify the correct mailing address for some of the undeliverable surveys. Finally, WV survey sample has shown strong response rates in the past.

Our analysis included examining the combined (preschool and school age) response rate for each of the 17 school districts as well as the Office of Institutional Education Programs (see **Table 2**).

**Table 2  
Combined (Preschool and School-Age) Response Rate by District**

District	Number of Surveys Sent that Reached Deliverable Postal Addresses	Number of Surveys Returned to MI	Percent Response Rate	Indicator B-8*	District Response Rate is One Standard Deviation Below or Above Mean
Boone	685	163	23.8%	51.5%	No
Braxton	338	75	22.2%	25.3%	No
Grant	278	63	22.7%	44.4%	No
Hardy	376	87	23.1%	24.1%	No
OIEP	137	7	5.1%	0.0%	Yes
Kanawha	3,631	669	18.4%	35.3%	No
Mercer	1,342	398	29.7%	42.6%	Yes
Mingo	428	69	16.1%	39.7%	No
Ohio	844	184	21.8%	42.4%	No
Preston	778	161	20.7%	30.4%	No
Randolph	583	146	25.0%	35.6%	No
Ritchie	237	62	26.2%	30.6%	Yes
Taylor	424	74	17.5%	18.9%	No
Tyler	258	33	12.8%	48.5%	Yes
Upshur	680	138	20.3%	32.8%	No
Wayne	1,319	259	19.6%	34.7%	No
Wirt	159	34	21.4%	47.1%	No
Wyoming	692	119	17.2%	35.3%	No
<b>Total</b>	<b>13,189</b>	<b>2,741</b>	<b>20.8%</b>	<b>36.7%</b>	

*\*The Indicator B-8 District Response at/above the Standard is the percent of the respondent parents who reported that the schools facilitated parent involvement as a means of improving services and results for children with disabilities.*

*Note: Of the 2,741 surveys received, 5 of the surveys either did not have any response items filled out or they were received after the analysis deadline. Therefore, the Indicator B-8 calculations were only based on 2,736 valid responses.*

Inspecting the distribution of response rates indicated that in 2017, the response rate of two districts was more than 1 standard deviation (SD) below the district mean response rate and the response rate of 2 districts was more than 1 standard deviation (SD) above the district mean response rate.

## B. Representativeness of the Data

The following three tables (**Tables 3, 4, & 5**) compare demographic data from 2017 survey respondents to the most recent West Virginia Child Count data. Namely, the 2017 responding group of parents is compared to the 2016 Child Count data on race/ethnicity, gender, and disability categories. These comparisons indicate how well the group of parents, from the sampled districts who responded to the survey, represents the population of parents in West Virginia who have children receiving special education services. For these comparisons, the IDEA guidelines are followed. Specifically, on a given category of data, a difference of 3 percentage points (higher or lower) than the Child Count data is considered significant and indicates that the group of parents who responded to the survey is different from the population of statewide parents on the specific category of data.

**The sample of parents who responded to the survey is representative of the statewide population of parents with children with IEPs in terms of race/ethnicity (see Table 3).**

**Table 3**  
**Race/Ethnicity Categories of Students with Disabilities (SWD) Survey Sample**  
**Compared to December 1, 2016 Child Count Data**  
**(Ages 3-21)**

Ethnicity Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2016 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Asian	10	0.4%	119	0.3%	0.1%
Black	115	4.2%	2,060	4.4%	-0.2%
Hispanic	22	0.8%	627	1.4%	-0.6%
American Indian/Alaskan	2	0.1%	57	0.1%	0.0%
Pacific Islands	1	0.0%	13	0.0%	0.0%
White	2,543	92.8%	42,207	91.2%	1.6%
Multiple Race	48	1.8%	1,216	2.6%	-0.9%
<b>Grand Total</b>	<b>2,741</b>	<b>100.0%</b>	<b>46,299</b>	<b>100.0%</b>	

\*Over/Under Representation is the percent of respondent sample minus the percent of eligible population.



The sample of parents who responded to the survey is also representative of the statewide population of parents with children with IEPs in terms of gender (see Table 4).

**Table 4**  
**Gender Categories of Students with Disabilities (SWD) Survey Sample**  
**Compared to December 1, 2016 Child Count Data**  
**(Ages 3-21)**

Gender Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2016 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Female	943	34.4%	15,971	34.5%	-0.1%
Male	1,798	65.6%	30,328	65.5%	0.1%
<b>Grand Total</b>	<b>2,741</b>	<b>100.0%</b>	<b>46,299</b>	<b>100.0%</b>	

\*Over/Under Representation is the percent of respondent sample minus the percent of eligible population.

**The sample of parents who responded to the survey is under-represented compared to the statewide population of parents with children with IEPs in terms of one disability category group: Specific Learning Disability (see Table 5).**

**Table 5**  
**Disability Categories of Students with Disabilities (SWD) Survey Sample**  
**Compared to December 1, 2016 Child Count Data**  
**(Age 3-21)**

Disability Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2016 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	152	5.5%	2,278	4.9%	0.6%
Emotional/ Behavior Disorder	65	2.4%	1,236	2.7%	-0.3%
Speech/ Language Impairment	675	24.6%	12,069	26.1%	-1.4%
Deaf/ Blindness	1	0.0%	20	0.0%	0.0%
Deafness	4	0.1%	66	0.1%	0.0%
Hard of Hearing	26	0.9%	379	0.8%	0.1%
Specific Learning Disability	719	26.2%	14,110	30.5%	-4.2%
Moderately Mentally Impaired	112	4.1%	1,197	2.6%	1.5%
Mild Mental Impairment	353	12.9%	5,453	11.8%	1.1%
Severe Mental Impairment	21	0.8%	259	0.6%	0.2%
Other Health Impairment	403	14.7%	6,637	14.3%	0.4%
Orthopedic Impairment	7	0.3%	108	0.2%	0.1%
Developmental Delay	176	6.4%	2,103	4.5%	1.9%
Blindness and Low Vision	12	0.4%	290	0.6%	-0.2%
Traumatic Brain Injury	15	0.5%	94	0.2%	0.3%
Other	0	0.0%	0	0.0%	0.0%
<b>Grand Total</b>	<b>2,741</b>	<b>100.0%</b>	<b>46,299</b>	<b>100.0%</b>	

\*Over/Under Representation is the percent of respondent sample minus the percent of eligible population.

In 2017, **there was a significant underrepresentation** (-4.2%) of parents with children who had a Specific Learning Disability in the sampled districts (See comparisons of 2017 survey sample to 2016 Child Count Data disaggregated for preschool **Table A-1** and school-age **Table A-2** populations in the Appendix section of this report.)

### C. Survey Results—Indicator 8 and Rasch Analysis

**Parents were more likely to indicate involvement in the education of students with disabilities this year (2017) than last year (2016) and the last time the same districts were sampled in 2014 (see Table 6).**

**Table 6**  
**Percentage of Parent Response**  
**At or Above the Standard**

2013-2014					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	95	35	36.8%	27.8%	46.9%
School Age	1,682	527	31.3%	29.2%	33.6%
Combined	1,777	562	31.6%	29.5%	33.8%

2015-2016					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	352	163	46.3%	41.2%	51.5%
School Age	2,709	889	32.8%	31.1%	34.6%
Combined	3,061	1,052	34.4%	32.7%	36.1%

2016-2017					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	269	138	51.3%	45.35%	57.21%
School Age	2,467	867	35.1%	33.29%	37.05%
Combined	2,736	1,005	36.7%	34.95%	38.56%

Using the Rasch method of data analysis, each parent survey was scored and then the percentage of parent surveys above the “cut off” score was tallied. A score above the standard (cut-off score) indicates **agreement that the child’s school district facilitated parental engagement as a means of improving the child’s special education services.**

This year, more parents (36.7%) reported that their child’s school district facilitated parental engagement compared with 34.4% of parents in 2016 and 31.6% of parents in 2014.

We also calculated the 95% confidence intervals for the percent of parents who met the standard (i.e., percent of parents at or above the standard). These results are summarized in **Table 7**. A *confidence interval* indicates a range of values that is likely to encompass the true population value. For example, the 95% confidence interval calculated for the sample statistic (i.e., percent of parents who met the standard) contains the true population parameter (i.e., percent of parents in WV who meet the standard) 95% of the time (or fail to contain the true value 5% of the time).

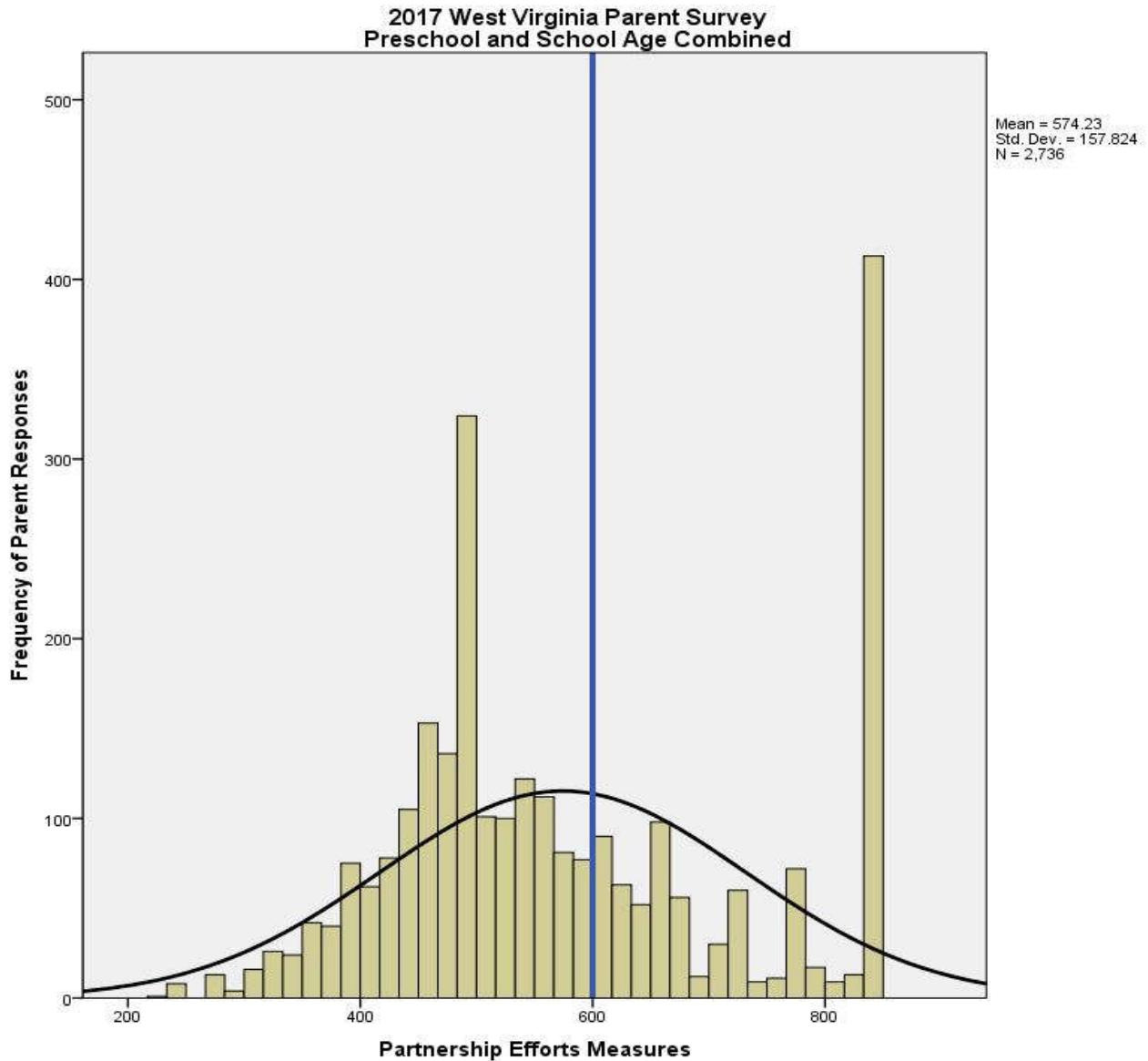
**Table 7**  
**Percentage of Parent Response At or Above the Standard by District**  
**Preschool and School Age Combined**

District	Total Response	Response At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Boone	163	84	52%	43.92%	59.08%
Braxton	75	19	25%	16.84%	36.32%
Grant	63	28	44%	32.87%	56.68%
Hardy	87	21	24%	16.35%	34.20%
OIEP	5	0	0%	-4.94%	49.38%
Kanawha	669	236	35%	31.75%	38.98%
Mercer	397	169	43%	37.80%	47.48%
Mingo	68	27	40%	28.95%	51.61%
Ohio	184	78	42%	35.49%	49.62%
Preston	161	49	30%	23.86%	37.96%
Randolph	146	52	36%	28.32%	43.68%
Ritchie	62	19	31%	20.58%	43.06%
Taylor	74	14	19%	11.55%	29.47%
Tyler	33	16	48%	32.54%	64.75%
Upshur	137	45	33%	25.55%	41.11%
Wayne	259	90	35%	29.22%	40.74%
Wirt	34	16	47%	31.49%	63.24%
Wyoming	119	42	35%	27.30%	44.24%
<b>Total</b>	<b>2,736</b>	<b>1,005</b>	<b>37%</b>	<b>34.95%</b>	<b>38.56%</b>

The percentage at or above the standard ranged from 19% (for Tayler school district) to 52% (for Boone school district). Results by district for preschool and school-age families are provided in the Appendix section of this report (see **Table A-3** and **Table A-4**).

The following plot presents the distribution of Rasch scores/measures for all parents responding to the survey (**Figure 1**).

**Figure 1**  
**Distribution of Parent Scores/Measures: 2017**



A higher bar represents a greater number of families responding at the level and the higher score/measure (Partnership Efforts Measures) represents a greater level of “agreement” with the indicator (see the Appendix for **Figure A-1** for distribution for preschool parents and **Figure A-2** for distribution of school-age parent responses.)

## *Survey Results—Percentages for Survey Items*

**A number of important and effective practices by West Virginia schools and preschool providers facilitated parent involvement as expressed by parents' responses to the survey. Parents reported more satisfaction with ALL aspects of their partnership with schools in 2017 compared with 2014.**

- ❖ For ALL 26 items on the preschool survey, parents responded more favorably in 2017 compared with 2014.
- ❖ For ALL 24 items on the school-age survey, parents responded more favorably in 2017 compared with 2014.

**Tables 8 and 9** present the percent of parents who “strongly agree” or “very strongly agree” with each item on the survey. The items are presented from highest to lowest percentage difference from 2014 to 2017.

**Table 8** lists the 26 preschool survey items and **Table 9** lists the 24 school-age survey items.

**Table 8**  
**Analysis of 2016-2017 Parent Involvement Preschool Survey: Item Percentages**  
*(Statewide Percent in Agreement – Codes 5, 6 who Strongly Agree/Very Strongly Agree)*

Preschool Survey Items	2013	2014	2015	2016	2017	Percent Difference from 2014 to 2017
25. Offer supports for parents to participate in training workshops	26.3%	22.8%	44.2%	36.4%	46.3%	23.5%
3. My child's IEP goals are written in a way that I can work on them at home during daily routines	63.8%	47.4%	66.0%	59.9%	67.4%	20.0%
24. Give parents the help they may need, such as transportation, to play an active role in their child's learning and development	38.7%	28.6%	48.5%	45.7%	48.4%	19.8%
4. My child's evaluation report was written using words I understand	70.5%	51.6%	71.4%	67.2%	71.3%	19.7%
22. Offer parents different ways of communicating with people from preschool special education	36.4%	31.2%	50.4%	40.9%	49.4%	18.2%
14. Ensure that I have fully understood my rights related to preschool special education	60.4%	48.4%	66.1%	60.8%	66.5%	18.1%
20. Give me information about organizations that offer support for parents	31.8%	30.1%	50.2%	38.9%	47.8%	17.7%
11. Encourage me to participate in the decision-making process	60.3%	50.0%	64.9%	59.5%	67.4%	17.4%
26. Connect families with one another for mutual support	24.4%	21.1%	42.5%	33.8%	38.2%	17.1%
5. The preschool special education program involves parents in evaluations of whether preschool special education is effective	57.1%	47.3%	65.6%	56.4%	63.9%	16.6%
10. Treat me as an equal team member	63.9%	51.1%	67.2%	57.8%	67.7%	16.6%
12. Respect my culture	67.9%	51.6%	68.5%	64.2%	68.1%	16.5%
9. Are available to speak with me	64.4%	53.7%	70.4%	62.9%	70.1%	16.4%
13. Value my ideas	64.0%	52.1%	64.7%	59.4%	67.0%	14.9%
23. Explain what options parents have if they disagree with a decision made by the preschool special education program	34.8%	34.0%	50.6%	42.5%	48.8%	14.8%
21. Offer parents training about preschool special education	26.9%	30.1%	45.7%	33.3%	43.3%	13.2%
2. My recommendations are included on the IEP	57.2%	51.1%	67.3%	57.3%	63.5%	12.4%
8. Provide me with information on how to get other services	35.6%	35.5%	52.0%	47.0%	47.7%	12.2%
16. Give me options concerning my child's services and supports	54.5%	46.2%	63.1%	53.2%	57.9%	11.7%
15. Communicate regularly with me regarding my child's progress on IEP goals	59.3%	50.0%	64.0%	55.0%	61.1%	11.1%
17. Provide me with strategies to deal with my child's behavior	48.6%	44.2%	58.6%	53.7%	55.1%	10.9%
1. I am part of the IEP decision-making process	63.1%	57.9%	69.4%	63.0%	68.7%	10.8%
18. Give me enough information to know if my child is making progress	60.1%	50.0%	64.0%	56.4%	59.3%	9.3%
6. I have been asked for my opinion about how well preschool special education services are meeting my child's needs	55.3%	45.2%	59.0%	52.5%	54.3%	9.2%
19. Give me information about the approaches they use to help my child learn	54.3%	48.4%	62.1%	53.3%	57.0%	8.6%
7. Included me in the process of helping my child transition from early intervention to preschool special education	61.7%	55.3%	68.8%	57.5%	63.1%	7.8%

**Table 9****Analysis of 2016-2017 Parent Involvement School-age Survey: Item Percentages  
(Statewide Percent in Agreement – Codes 5, 6 who Strongly Agree/Very Strongly Agree)**

School Age Survey Items	2013	2014	2015	2016	2017	Percent Difference from 2014 to 2017
17. Answered any questions I had about Procedural Safeguards	39.1%	39.4%	45.1%	40.7%	85.9%	46.5%
14. Has a person on staff who is available to answer parents' questions	41.2%	40.0%	47.1%	41.0%	85.5%	45.5%
20. Respect my family's values	44.9%	43.3%	50.0%	47.5%	87.9%	44.6%
15. Offers parents a variety of ways to communicate with teachers	40.2%	40.3%	46.5%	42.0%	84.0%	43.7%
22. I have a good working relationship with my child's teachers	45.1%	41.2%	50.0%	46.6%	84.9%	43.6%
19. Encourage me to participate in the decision-making process	44.8%	42.9%	50.2%	46.2%	84.7%	41.8%
16. My child's teachers give me enough time and opportunities to discuss my child's needs and progress	45.5%	43.6%	49.2%	46.3%	85.3%	41.7%
21. The school gives me choices with regard to services that address my child's needs	37.4%	36.6%	44.3%	38.6%	77.4%	40.8%
18. Show sensitivity to the needs of students with disabilities and their families	41.9%	41.4%	47.0%	43.5%	81.7%	40.3%
13. Explains what options parents have if they disagree with a decision of the school	27.8%	28.2%	35.4%	29.6%	67.6%	39.4%
7. I was given enough time to fully understand my child's IEP	52.5%	50.2%	55.7%	52.6%	89.5%	39.3%
4. At the IEP meeting, we discussed accommodations and modifications that my child would need	54.0%	51.8%	57.5%	53.7%	90.9%	39.1%
24. The school provides information on agencies that can assist my child in the transition from school	27.3%	25.8%	32.8%	27.8%	64.7%	38.9%
6. The evaluation results were thoroughly explained to me	50.6%	48.9%	53.3%	50.5%	87.1%	38.2%
3. We discussed whether my child could be educated satisfactorily in the regular classroom with appropriate aids and support	50.3%	49.3%	54.3%	50.7%	87.2%	37.9%
23. The school communicates regularly with me regarding my child's progress on IEP goals	42.6%	40.7%	47.6%	42.5%	78.4%	37.7%
1. I have been asked for my opinion about how well special education services are meeting my child's needs	42.9%	42.5%	48.1%	41.1%	79.2%	36.7%
2. EP meetings are scheduled at a time and place that are convenient for me	56.4%	56.0%	59.0%	56.6%	92.0%	36.0%
5. At the IEP meeting, we discussed how my child would participate in statewide assessments	43.5%	42.5%	47.0%	41.4%	77.8%	35.3%
10. Provides funding, transportation, or other supports for parents to participate in training workshops	22.4%	22.6%	30.0%	24.2%	56.5%	33.9%
8. Information was provided to me in a language I understand	65.5%	63.1%	66.7%	64.9%	96.9%	33.8%
11. Connects families to other families that can provide information and mutual support	16.2%	16.6%	25.4%	19.1%	49.2%	32.6%
12. Offers parents training about special education issues	19.6%	20.2%	27.6%	20.1%	52.8%	32.6%
9. I was given information about organizations that offer support for parents of students with disabilities	31.8%	30.5%	37.7%	32.8%	62.4%	31.9%



## IV. Summary

In this section of the report, we summarize key elements of the survey administration process and highlight the results of the 2016-2017 administration of the West Virginia *Parent Involvement Survey*. Suggestions for improving the survey administration and reporting process are also included.

### ***Survey Administration and Results***

- Over 14,000 surveys were mailed to parents of children in 17 school districts as well as the Office of Institutional Education Programs in April 2017.
- Parents/guardians had the option of either completing the paper-and-pencil or the online version of the survey.
- Direct emails were sent out to 8,710 parents in early April followed by monthly email reminders (May to August 2017) to parents who had not yet completed the survey.
- This year, the districts were able to identify the correct mailing address for some of the undeliverable surveys (Return to Sender) and mail the survey to the correct mailing addresses.
- The initial number of surveys mailed to parents in April was 14,533 and the response rate in mid-May was 10%. A second mailing to those parents who had not responded was administered in mid-May and the response rate increased to 21% by mid-August.
- Over the course of the data collection period, 2,741 surveys were received (21% *statewide* response rate); 269 (28% response rate) were completed by parents of preschoolers and 2,472 (20% response rate) were completed by parents of school-age students.
- Data tracking procedures were implemented to ensure that surveys were monitored at each step in the administration process. MI provided timely and ongoing communication to WVDE staff throughout the survey administration process.
- In general, the sample of parents who responded to the survey is representative of WV parents of children receiving special education services in terms of race/ethnicity and gender.
- One disability group, Specific Learning Disability, is under-represented in this year's sampled districts compared to the state's 2016 Child Count.
- In 2017, 36.7% of families indicated that schools facilitated parent engagement as a means of improving special education services. This outcome indicates an increase compared with outcomes obtained last year (34.4%) and in 2014 (31.6%).

- Effective practices by West Virginia schools and preschool providers facilitated parent involvement. Parents' satisfaction with ALL aspects of their partnership with schools improved from 2014 to 2017.

## ***Recommendations***

- Continue to begin dissemination efforts in early April to give parents more time to complete and return the survey.
- Provide regular reminders and continuous encouragement to local districts to promote the survey through personal communication with parents and personalized survey distribution.
- Continue distributing a second survey mailing to non-responding parents. Significant additional numbers of surveys are often returned as a result of this practice.
- Continue the web-based administration of the survey.
- Continue efforts to reach out to as many respondents as possible by sending direct emails when possible.
- Consider conducting focus groups and interviews with parents in districts with low response rate.
- Consider providing incentives to districts that reach a predetermined response rate.

## V. Appendix

**Table A-1**  
**Disability Categories of Students with Disabilities (SWD) in Survey Sample**  
**Compared to December 1, 2016 Child Count Data**  
**(Preschool)**

Disability Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2016 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	0	0.0%	103	1.9%	-1.9%
Emotional/Behavior Disorder	1	0.3%	4	0.1%	0.2%
Speech/language Impairment	127	41.5%	2,934	54.6%	-13.1%
Deaf/Blindness	0	0.0%	4	0.1%	-0.1%
Deafness	1	0.3%	9	0.2%	0.1%
Hard of Hearing	3	1.0%	27	0.5%	0.5%
Specific Learning Disability	0	0.0%	2	0.0%	0.0%
Moderately Mentally Impaired	0	0.0%	30	0.6%	-0.6%
Mild Mental Impairment	2	0.7%	59	1.1%	-0.4%
Severe Mental Impairment	1	0.3%	8	0.1%	0.2%
Other Health Impairment	2	0.7%	39	0.7%	0.0%
Orthopedic Impairment	1	0.3%	9	0.2%	0.1%
Developmental Delay	167	54.6%	2,103	39.1%	15.5%
Blindness and Low Vision	1	0.3%	42	0.8%	-0.5%
Traumatic Brain Injury	0	0.0%	3	0.1%	-0.1%
Other	0	0.0%	0	0.0%	0.0%
<b>Grand Total</b>	<b>306</b>	<b>100.0%</b>	<b>5,376</b>	<b>100.0%</b>	

\*Over/Under Representation is the percent of respondent sample minus the percent of eligible population.

**Table A-2**  
**Disability Categories of Students with Disabilities (SWD) in Survey Sample**  
**Compared to December 1, 2016 Child Count Data**  
*(School Age)*

<b>Disability Category</b>	<b>Count of Respondent Sample</b>	<b>Percentage of Respondent Sample</b>	<b>December 1, 2016 Child Count of Eligible Population</b>	<b>Percentage of Eligible Population</b>	<b>Over/Under Representation*</b>
Autism	152	6.2%	2,175	5.3%	0.9%
Emotional/Behavior Disorder	64	2.6%	1,232	3.0%	-0.4%
Speech/language Impairment	548	22.5%	9,135	22.3%	0.2%
Deaf/Blindness	1	0.0%	16	0.0%	0.0%
Deafness	3	0.1%	57	0.1%	0.0%
Hard of Hearing	23	0.9%	352	0.9%	0.0%
Specific Learning Disability	719	29.5%	14,108	34.5%	-5.0%
Moderately Mentally Impaired	112	4.6%	1,167	2.9%	1.7%
Mild Mental Impairment	351	14.4%	5,394	13.2%	1.2%
Severe Mental Impairment	20	0.8%	251	0.6%	0.2%
Other Health Impairment	401	16.5%	6,958	16.1%	0.4%
Orthopedic Impairment	6	0.2%	99	0.2%	0.0%
Developmental Delay	9	0.4%	0	0.0%	0.4%
Blindness and Low Vision	11	0.5%	248	0.6%	-0.1%
Traumatic Brain Injury	15	0.6%	91	0.2%	0.4%
Other	0	0.0%	0	0.0%	0.0%
<b>Grand Total</b>	<b>2,435</b>	<b>100.0%</b>	<b>40,923</b>	<b>100.0%</b>	

\*Over/Under Representation is the percent of respondent sample minus the percent of eligible population.

**Table A-3**  
**Percentage of Preschool Parent Response At or Above the Standard by District**  
**Percent At/Above Standard by District**  
**(Preschool)**

District	Total Response	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Boone	17	12	71%	46.50%	86.83%
Braxton	9	4	44%	19.05%	73.25%
Grant	4*	2	50%	15.35%	84.65%
Hardy	9	2	22%	5.68%	55.86%
Kanawha	41	22	54%	38.76%	67.91%
Mercer	40	25	63%	46.98%	75.75%
Mingo	4	3	75%	28.95%	96.05%
Ohio	39	21	54%	38.58%	68.40%
Preston	18	5	28%	12.35%	51.28%
Randolph	12	8	67%	38.78%	86.22%
Ritchie	6	5	83%	41.60%	98.40%
Taylor	11	4	36%	15.21%	64.79%
Tyler	4	3	75%	28.95%	96.05%
Upshur	5	3	60%	23.09%	88.02%
Wayne	31	11	35%	21.13%	53.15%
Wirt	4	3	75%	28.95%	96.05%
Wyoming	15	5	33%	15.15%	58.53%
<b>Total</b>	<b>269</b>	<b>138</b>	<b>51%</b>	<b>45.35%</b>	<b>57.21%</b>

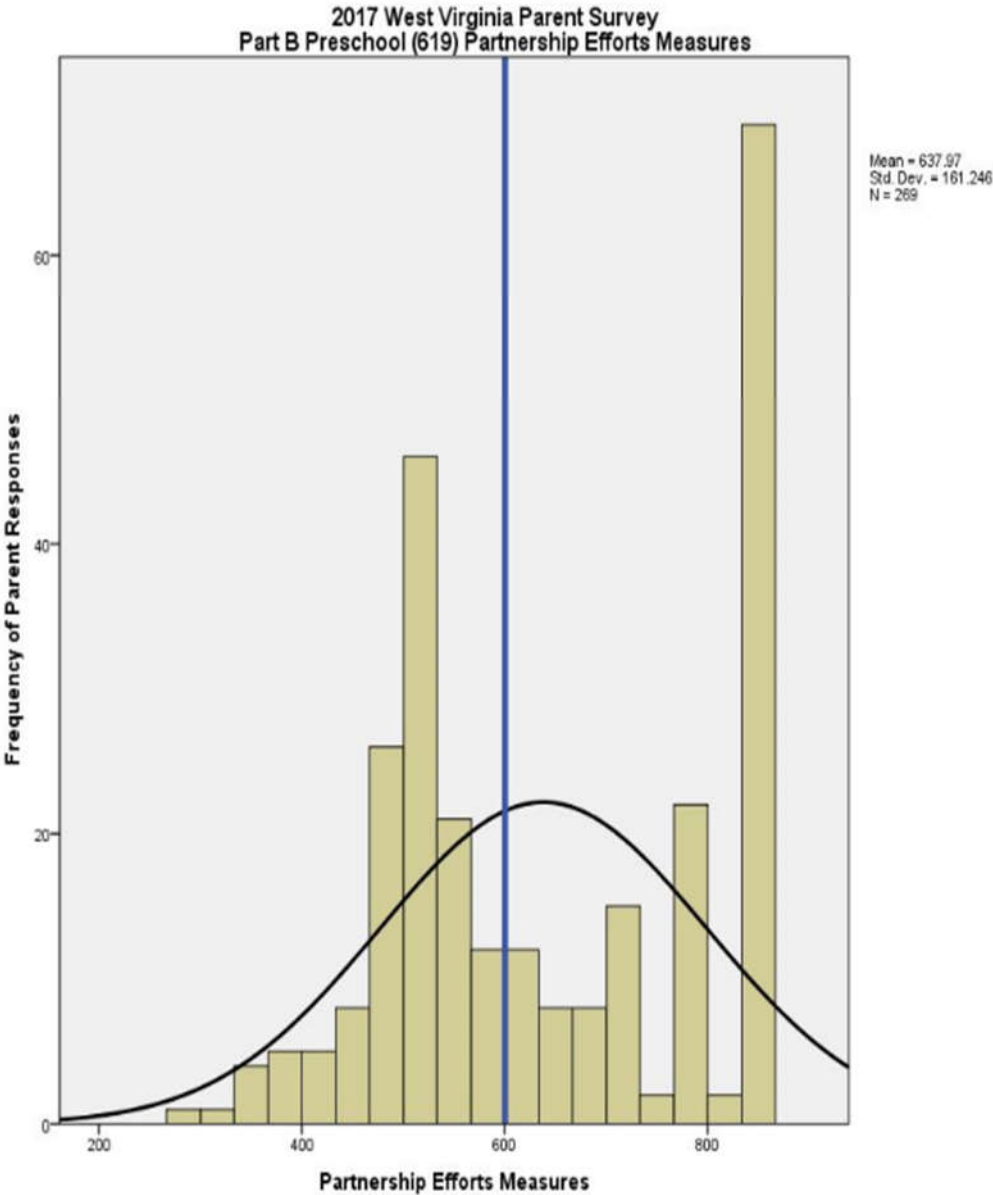
*\*Generally, when very few responses are received, the results should be treated (or viewed) with caution.*

**Table A-4**  
**Percentage of School Age Parent Response At or Above the Standard by District**  
**Percent At/Above Standard by District**  
*(School Age)*

District	Total Response	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Boone	146	72	49%	41.33%	57.33%
Braxton	66	15	23%	14.24%	34.33%
Grant	59	26	44%	32.17%	56.71%
Hardy	78	19	24%	16.16%	35.06%
OIEP	5*	0	0%	-4.94%	49.38%
Kanawha	628	214	34%	30.48%	37.88%
Mercer	357	144	40%	35.38%	45.51%
Mingo	64	24	38%	26.68%	49.79%
Ohio	145	57	39%	31.74%	47.45%
Preston	143	44	31%	23.80%	38.79%
Randolph	134	44	33%	25.47%	41.20%
Ritchie	56	14	25%	15.48%	37.86%
Taylor	63	10	16%	8.73%	27.09%
Tyler	29	13	45%	28.47%	62.44%
Upshur	132	42	32%	24.49%	40.22%
Wayne	228	79	35%	28.78%	41.05%
Wirt	30	13	43%	27.43%	60.81%
Wyoming	104	37	36%	27.05%	45.17%
<b>Total</b>	<b>2,467</b>	<b>867</b>	<b>35%</b>	<b>33.29%</b>	<b>37.05%</b>

*\*Generally, when very few responses are received, the results should be treated (or viewed) with caution.*

**Figure A-1**  
**Distribution of Parent Scores/Measures**  
**Preschool**



**Figure A-2**  
**Distribution of Parent Scores/Measures**  
**School Age**

